

S E C R E T

MANAGEMENT REPORT

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OFFICE OF TRAINING

- - -

FY 1961

S E C R E T

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S E C R E T

SECTION A

TRAINING IN INTELLIGENCE PRODUCTION

1. Significant Achievements

a. Accomplishments of the IPF during FY 1961 were in the planning and presentation of new courses and in the improvement of existing courses.

b. Significant achievements were: the inauguration of the Intelligence Briefing course (in teaching fundamentals of effective briefing, the instructor introduced the use of sound film photography of the student in action); the presentation of new Writing Workshops at the advanced level for DDS and OCR; the planning of the Scientific Intelligence Officers' Training Program (Intelligence Orientation, Introduction to Communism, Seminar on USSR, Intelligence Research Techniques, and Phase I of Operations Support); the activating of a Writing Workshop (Basic) correspondence course; the preparation of a staff study on consolidated dissemination in OTR; the initial programming of two parts of the text, Intelligence Research Facilities and Techniques; and assisting DDP Research on its research problems and Army ACSI in the preparation of a collection and analysis manual.

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c. Other achievements were: improvement of existing courses such as Intelligence Techniques, Intelligence Research (Techniques), and Intelligence Research (Map and Photo Interpretation); and participation in individual courses, such as OCR Orientation for Fort Holabird officers, Special Intelligence Orientation given by OCI SPINT Staff, the Air Operations course, Intelligence Orientation course, PM Operations course, and special briefings for CIA and foreign personnel.

2. Problem Areas

The increased workload of the staff, the increased number of students, and the broader segment of the Agency served by the IPF were significant problem areas.

3. Programs Contemplated for FY 1962

a. The IPF is fully occupied in meeting its existing training

commitments in the fields of writing, interviewing, research techniques, JOT instruction, and photographic interpretation. The faculty, however, is developing additional capabilities along certain lines of specialization such as research programing, research analysis, photographic interpretation techniques, and correspondence courses.

b. Rising enrollment, the growing DDI interest in the training of more new officers than are currently available from the JOT Program, and increasing specialization by staff members challenge the IPF to meet new demands. The IPF, for instance, has the potential capability of offering training to non-CIA components of the intelligence community, such as the Defense Intelligence Agency.

4. Trends

The trend is for the staff to maintain its coverage of training at the elementary level and to increase its capability in advanced and specialized training areas. A specific trend in the IPF is toward the accepted goal of general training for the DDI and toward newer goals of specialized training of interest to the DDI and elsewhere in the intelligence community. Additional staff personnel may be needed to meet these goals.

SECTION B

INTELLIGENCE ORIENTATION AND REVIEW

1. Significant Achievements

a. The most significant achievement during FY 1961 was the establishment of the Intelligence Review course. The course was inaugurated on a 40-hour, part-time basis; it has developed into a full-time, 80-hour course. Representatives from all major components of the Agency have attended and have reported enthusiastically on the course.

b. Special courses have increased in number from three in 1960 to seven in 1961.

c. The correspondence edition of the Intelligence Orientation has been completed and has been used in various ways including use as a reference source.

d. A series of lectures and training aids has been developed for use in briefing foreign intelligence officers. A special technique through use of an interpreter has been worked out.

2. Problem Areas

a. Staffing is developing into a major problem. One instructor has been required to devote more than half his time to briefing at Central Building and to developing the proposed Mid-Career Course. The imminent retirement of one instructor will make the problem critical. Even if an immediate replacement is made, it will require time to make a new instructor a useful member of the staff.

b. Because of insufficient staff, it has been impossible to maintain the correspondence version of the IO.

c. Class enrollments increased 25% in FY 1961 over FY 1960. With new courses such as the Intelligence Review, and the increasing number of special courses, a staff of four professionals is needed.

3. Programs Contemplated for FY 1962

a. The demand for special tutorial orientation programs has been high in the present fiscal year. It is likely to remain so, as the Intelligence Orientation Faculty's capabilities in this field become recognized.

b. A continuation of the Intelligence Orientation and Intelligence Review at about the present rate is contemplated, possibly greater in the Intelligence Orientation.

c. Inauguration of a six- to seven-week Mid-Career Course is expected during the current fiscal year.

d. No reduction in any of the programs is anticipated.

e. Assuming that the faculty will have the use of a 75-seat classroom, no problems are anticipated in the new building, except space for the Exhibits which has not yet been determined.

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SECTION C

OTR BRIEFING OFFICER ACTIVITIES

1. Significant Achievements

a. Some significant changes in scope of existing programs developed in the office of the OTR Orientation and Briefing Officer: total number of briefings increased 22% over FY 1960, and total number of persons briefed increased 50% over FY 1960; number of ambassadors briefed quadrupled; number of MAAG's briefed quadrupled.

b. OTR Briefing Officer participated for the first time in programs at the National War College, the Armed Forces Staff College, the Army Command and General Staff College, and the Army Security Agency.

c. A new coordination responsibility handled by the OTR Briefing Officer is that of planning and coordinating briefings of senior U.S. officials. This function now accounts for more than 25 per cent of the work effort of the OTR Briefing Officer.

d. Another coordination responsibility is that of coordinating external requests for CIA speakers, selective monitoring of speakers, and maintaining records of external presentations.

2. Trends

A significant trend is a shift toward custom briefings (special briefings set up for U.S. VIP's and foreign officials).

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SECTION D

TRAINING IN OPERATIONS SUPPORT

1. Significant Achievements

a. The Operations Support course and the Administrative Procedures course lesson plans, lecture outlines, photographs of visual aids used in lecture presentation, and verbatim scripts have been sent to vital records. Updating of vital records material is planned on a semi-annual basis. (The Budget and Finance course will not be updated until December 1961 because of changes occurring in the course.)

b. Each instructor has taken at least one course to improve his teaching technique; twenty courses have been taken during FY 1961.

c. Because of field expansion of the Africa Division, the demand for instruction in Class B station procedures has increased. Whenever possible, students are enrolled in the regularly scheduled Budget and Finance courses. During FY 1961 it has been necessary to run eight extra courses; in addition, tutorial training was given to twelve students. To speed the learning process in Class B accounting, transparent slides are used to cover the progression of the course material. Both students and instructors feel that this technique has proved successful.

2. Problem Areas

a. A major problem has been the physical plant in which classes have been and are being held.

b. The instructor complement was short for the first six months of FY 1961; this was a definite strain on the working staff.

c. Because the Operations Support Faculty courses are designed primarily to train individuals prior to their overseas assignments and to better equip them for support of overseas stations, the faculty suggests courses as soon as possible after they enter on duty.

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3. Programs Contemplated in FY 1962

a. Plans are being made to conduct two Administrative Procedures courses on a regular basis [] one course for the CIA career employees who will be rotating and a separate course for those employees who are in the "witting non-rotational" category.

b. Discussions are taking place with Records Integration and the Area Divisions to explore the possibility of a name-trace problem for student practice following the lecture on Clandestine Records and Name Check Procedures.

4. Trends

a. During the next year the faculty proposes to increase teaching efficiency by using more flexible training aids (projectors and slides). Because the equipment will be stationary and it will not be necessary to move classes from place to place, additional visual aids will be used.

b. If classroom space is available in the new building, additional Budget and Finance courses will be included in a long-range schedule.

c. An additional Administrative Procedures course in February 1962 is a possibility.

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SECTION E

INTERNAL MANAGEMENT TRAINING

1. Significant Achievements

a. One of the most successful achievements of the year was the one-week seminar in Management Practices held [] in June and attended by 30 GS-15's, representing equally the three major Agency components. This course was conducted by Dr. [] [] and was well received. Present plans are to arrange a repeat next spring if possible.

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b. In addition to our normal schedule of courses in management and supervision, a special course for 23 Office of Communications personnel (GS-11 to 13) (many of them instructors []) was held in August. The Office of Communications has been an enthusiastic supporter of management training and, in addition to supplying students for the special course, requested a quota of one-third of the slots available in all regular courses for the remainder of the year. Management Training Faculty's goal is to spark this degree of interest and acceptance within other Agency components.

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c. In October 1961 the second edition of last October's Senior Management Seminar will be held for two weeks []. Professor [] will again conduct proceedings. Thirty-three participants--half super-grades and half selected GS-15's--have been nominated, 11 from each major component. An effort is being made to arrange a get-together between Professor [] and as many as possible of his last year's class at some point during the seminar this year.

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2. Programs Contemplated in FY 1962

a. Management Training Faculty anticipates no major changes in the basic program for next year; however, certain aspects, or phases, of individual courses may be altered upon occasion to introduce improved instructional techniques or to keep course material up to date. In this area, MTF has displayed an active interest in management gaming as a new instructional vehicle. In coordination with the Automation Staff, MTF is attempting to develop a management

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game based upon an organizational model which would permit students to examine first-hand the consequences of their own administrative behavior.

b. Another addition to the regular course schedule is expected in the provision of management training in connection with the Agency Mid-Career Program. Preliminary discussions have been held, but to date the management portion has not been reduced to specifics.

3. Trends

There is an over-all, increasing interest in management training. Agency people who have had management courses, particularly those courses held at [REDACTED], have encouraged other Agency people to enroll in forthcoming courses.

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SECTION F

CLERICAL TRAINING

1. Significant Achievements

a. On 1 July 1960 new typewriting standards went into effect. This was the result of a decision made by the Office of Personnel and the Office of Training. Clerical Training and the Assessment and Evaluation Staff conducted the required research on the project.

b. In July 1960 a new course called Office Practice was designed and conducted for the first time. This is offered in Clerical Induction Training.

c. A Clerical Training instructor prepared special dictation tapes for testing clerical applicants.

d. After a discussion between the Clerical Training Faculty and the Chief of Clerical Placement a decision was reached to discontinue giving clerk-typists a 60-words-per-minute test in shorthand; they will be given the regular 80-words-per-minute test. Clerk-typists who demonstrate sufficient knowledge of shorthand would enter shorthand training classes as did the clerk-stenographers who were tested but who failed to meet shorthand qualifications. It was also decided to permit clerical applicants to take three successive tests in shorthand and/or typewriting. If they failed these three tests, they would have to wait 60 days before they could be retested.

e. At the request of the Office of Communications, Chief of Clerical Training and an instructor of the Intelligence Orientation Faculty designed and presented a special workshop on the techniques of dictating to a stenographer.

f. The Chief of Clerical Training experimented with the presentation of a personal-use shorthand called Notehand. This tutorial presentation was a part of the research conducted to identify a method of shorthand which might be offered to Agency personnel for note-taking at conferences. This system of shorthand is not for verbatim recording of dictation.

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2. Successful Programs

a. The Office Practice course proved exceptionally practical and was well received.

b. The workshop on the techniques of dictation was an experiment. If it should be conducted again, the approach and coverage might be different, based on the experience gained in this running, but the project is regarded as successful.

c. The tutorial instruction in the personal-use shorthand called Notehand was successful in the sense that it was easy to teach and easy to learn.

d. The review class for writers of the Anniversary system of Gregg shorthand was well received.

3. Disappointments

a. The five-week program for Clerical Refresher course offerings did not exhibit sufficient improvement on the part of the trainees to justify its installation; consequently, the original four-week program was re-established.

b. The combination of the two English classes in Clerical Induction proved too difficult to teach and too much for the trainees to assimilate. The return to the separate classes--Punctuation and Capitalization for one and Grammar for the other--was advocated.

4. Problems Related to Programs Planned for FY 1962

a. The course offerings in the Clerical Refresher program will have to be offered to on-duty Agency clericals in the new building in order to make the training available to the persons who have need for it. The fact that there will be limited space available for this program poses major problems in the manner in which the subject matter is offered and how many classes can be conducted.

b. The distance between the new building and Clerical Training headquarters at 1016 16th Street with a minimum of one hour necessary for transportation between those two points promises to pose some administrative problems when the faculty is divided.

c. Basic typewriting training for professionals and JOT's continues to be one of the most valuable courses offered by Clerical Training Faculty. Staff limitations, space difficulties, and classroom location continue to make the regular scheduling of this training impossible.

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SECTION G

SUMMARY OF INTELLIGENCE SCHOOL TRAININGINTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961

<u>Name of Course</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
Conference Techniques	24	3	44
Effective Speaking	24	2	21
Intelligence Production	496	1	6
Intelligence Research (Map and Photo Reading)	50	2	23
Intelligence Research (Techniques)	160	1	8
OO/C Refresher	80	1	22
Seminar Techniques	24	1	18
Basic Writing Workshop	27	4	65
Intermediate Writing Workshop	27	3	56
Advanced Writing Workshop	27	3	32
Writing Workshop (DDS Special)	27	2	20
Intelligence Briefing	24	2	26
Intelligence Techniques (JOTP)	80	2	101
Exploitation of Photography for Intelligence (TSD Special)	12	1	10
OCR Vital Materials Instruction (OCR Special)	24	5	46
Management	40	7	100
Management (Special)	80	1	31
	38	1	30
Supervision	40	5	78
Operations Support	200	5	122
Administrative Procedures	120	6	144
Budget and Finance Procedures	80	13	75
Intelligence Orientation	40	6	253
Intelligence Review	40	2	78
	80		
JOT Orientation and Support Programs	32	2	101
Security Officers Orientation	36	1	13
Intelligence Orientation for Support Personnel	14	2	75

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INTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961 (continued)

<u>Name of Course</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
Intelligence Refresher for <input type="text"/>			
Personnel	9	2	50
Dictation Course for Executives	20	1	11
Intelligence Orientation for <input type="text"/> Intelligence Officers	12	1	7
Briefings of Senior Foreign Officials	4 (approx.)	69	462
Briefings of Senior U.S. Officials	4	82	492
Briefings of U.S. Government Groups	4	54	3,993
Briefings of CIA Dependents	4	14	205
Briefings of CIA Personnel	4	56	1,881
Briefings of Private Groups	4	7	441
Clerical Induction			
Typing	1	255	463
Shorthand	1 1/2	240	283
Punctuation & Capitalization	1 1/4	250	813
Grammar	1	250	813
Geography	1 1/4	225	752
Filing	1	100	813
Office Practice	1	141	605
Testing			
Typewriting	1	105	694
Shorthand	1	74	150
Entrance on Duty			
Typewriting	1	73	705
Shorthand	1	61	365
Clerical Orientation		45	681
Organization of CIA	1 1/4		
Security Briefing	1 1/4		
Telephone Techniques	1		
Telephone Labs	1 1/2		
Mailing Procedures	1 1/2		
Agency Issuances	1/2		
Supplies, Equipment, & Services	1		
Correspondence Lecture	1 1/4		
Correspondence Lab	2 1/2		
Time and Attendance	3		
Protocol	1 1/2		

INTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961 (continued)

<u>Name of Course</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
Clerical Orientation (Cont'd)			
Study Periods	1 1/2		
Examinations	1 1/2		
Examination Reviews	1		
Clerical Refresher			245 (total)
Typing Techniques Review	1 hr a day, 5 days a week	5 times, 4 weeks) 2 times, 5 weeks)	47
English Usage Review	1 1/2 hrs a day, 5 days a week	2 times, 4 weeks	20
Shorthand Theory Review	1 1/2 hrs a day, 5 days a week	5 times, 4 weeks) 1 time, 5 weeks)	49
Intermediate Shorthand Dictation	1 1/2 hrs a day, 5 days a week	6 times, 4 weeks) 2 times, 5 weeks)	117
Advanced Dictation	1 1/2 hrs a day, 5 days a week	2 times, 4 weeks	12
Special Classes & Assistance:			
Basic Typing for Professionals	1 hr a day, 5 days a week	1 time (2 classes), 6 weeks	20
Gregg Anniversary Shorthand	1 hr a day, 5 days a week	1 time, 3 weeks	11
Tutorial Assistance:			
Shorthand through utilization of dictation tapes			12
Unofficial Testing:			
Shorthand			10
Typing			9
Filing Workshops:			
DDP	1 day	1 time	49
DDI	1 day	1 time	47
DDS	1 day	1 time	32*

*also 2 State Department and 2 National Archives employees

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h. Finally, it should be noted that during FY 1961 the []
[] facilities continued to be used by the Office of Com-
munications, the Technical Services Division, and the Office of
Logistics for other than training purposes.

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SECTION M

TRAINING IN LANGUAGES AND AREAS

1. Language Training (General)

a. During FY 1961, the Agency's Language Development Program experienced several significant changes of emphasis, some of which were instigated by the Inspector General's survey of training. These changes, and other proposed changes, are as follows:

(1) Establishment of the principle that the language training of DD/P personnel in regular classes is the normal and most effective method, and that resort to tutorial training shall be had only in exceptional cases and for valid reasons.

(2) Establishment of the requirement to identify the categories of employees for whom specified degrees of language proficiency are required, and the positions or portions of positions in overseas stations to be filled only by persons possessing specified language abilities.

(3) Mandatory language proficiency testing for all employees who are required to have language skill, or who continue to claim language competence which has not been tested.

(4) Assignment of increased responsibility to DD/P division chiefs and career panels with respect to scheduling and monitoring language training, and to developing larger numbers of linguistically qualified area specialists.

(5) Initiation of proposals by the Committee for Language Development with respect to bringing the Language Awards Program to an early end.

b. The Agency Roundtable on Language Training continued in FY 1961 to exploit all possibilities for cooperation between Navy, State, Air Force, USIA, and CIA.

2. Directed Language Training

a. Four hundred eighty-six persons studied 12 languages in 88 part-time and 11 full-time classes during FY 1961 in the directed

language program. Some single applications for full-time courses were met by external training or by tutorial methods. In general, Agency components are properly planning and directing language training; there are still evidences of too much reliance on tutorial training but such reliance is diminishing. DD/P components are particularly reliant upon the language training offered, with the possible exception of Africa Division where the first evidences of requirements for training in African languages are just beginning to appear.

b. Plans for the immediate future include: conducting two experiments with programmed teaching materials in Spanish; increasing emphasis on intermediate level courses in German and Arabic; adding part-time courses in Arabic and German; and meeting the serious need for scientific linguists for Arabic and Germanic languages.

3. Voluntary Language Training Program

a. At the beginning of FY 1961, 237 students were enrolled in 33 VLTP classes and were studying 9 languages. After the beginning-level classes in French, German, Italian, and Spanish were completely phased out early in the year, an enrollment low of 150 students (22 classes) was reached, with heavy concentration on intermediate-level courses and seminars. The elementary classes in the "world" languages were reinstated on a selective basis in March 1961, and records indicate that 378 additional students were enrolled during the year (510 in FY 1960) to study nine languages. There is a definite trend toward emphasis on more unusual languages and the upper levels of proficiency in the common language.

b. It is expected that instructors for the voluntary language program will continue to be employees assigned throughout the Agency, and that only rarely will it be necessary to use language faculty personnel for this purpose. It is also expected that the quality of instruction will continue to increase as the volunteer instructors acquire experience.

4. Tutorial Language Program

a. Tutorial training was provided for 156 students in 20 different languages during FY 1961. Efforts are being made, however, to stress (in conformance with the policy cited in paragraph 1a(1), above) that tutorial training is an emergency measure to be used only in special situations or when no regularly scheduled courses are available. Whenever possible small tutorial classes are being integrated with regular classes if time and proficiency requirements permit. There has been a promising steady decline in the number of students in tutorial language training in recent months.

b. While significant tutorial requirements exist, there has been a continuing effort to recruit tutors, and there are now 50 persons on the roster of active tutors. The space available for tutorial training in Arlington Towers continues to be inadequate, however, and approximately 70% of the instruction is accomplished elsewhere, primarily in the homes of the tutors.

5. Language Proficiency Testing

a. During the year there was continued emphasis on completing the testing of all claimed language proficiencies which had not previously been confirmed by testing. A total of 1492 written tests and 1074 oral tests in 37 different languages were completed during the year. In addition assistance was given to the proficiency testing program of the Department of State when it lacked speakers of certain languages.

b. The support of the Modern Language Association of America and its Center for Applied Linguistics has been enlisted in order to establish a unified approach to language proficiency testing by government agencies. A project for joint test development is being prepared for submission to the Department of Health, Education, and Welfare.

6. Language Awards

a. The following table shows the distribution of monetary awards for language proficiency among the major Agency components for the last two fiscal years:

	<u>FY 1960</u>	<u>FY 1961</u>
DD/P	798 (\$113,300)	611 (\$ 88,000)
DD/I	634 (88,500)	289 (34,900)
DD/S	146 (15,775)	112 (10,000)
O/DCI	<u>-0-</u>	<u>3 (300)</u>
	1578 (\$217,575)	1015 (\$133,200)

b. During the latter part of FY 1961 there was a re-examination in depth of the awards aspect of the Language Development Program. Such studies resulted in the unanimous agreement by the Language Development Committee in August 1961 that the awards program has now served

its intended purpose and may be terminated on 4 February 1962. The reasons for this decision, and the subsequent actions which it caused, will be described in the next annual management report to the DD/S.

7. Area Training Program

a. Enrollment in the Americans Abroad Orientations increased from 280 in FY 1960 to 412 in FY 1961. Of those attending, 132 were dependents as compared to 75 dependents in FY 1960. Eight Agency components expanded enrollments more than 50% while three showed significant decreases.



involving area and language, was developed and was presented four times to a total of 36 students representing eight components. A new series of lectures on the Middle East was presented four times with a total attendance of approximately 50 persons. There are many indications that the area training program will continue to be expanded to meet an enlarging demand. This expansion is occurring despite the fact that the absence of an Agency policy on enrollment of Agency employees and adult dependents means that probably only half of the persons going to a given area for the first time are enrolled in the appropriate AAO.

c. Much attention was given to improving the AAO's in order to meet widely varying backgrounds of students and to concentrate more intensively on the chief problems which it has been found will concern them as residents of an area. Nevertheless each member of the area faculty is facing a growing burden in preparing and keeping current the courses for the many countries in the expanding AAO program. In order to maintain quality of instruction it may become necessary to increase the size of the faculty.

d. It is planned that in FY 1962 geographic coverage of the Americans Abroad Orientations will be expanded, as needed, to include countries of South Asia, Indonesia, and additional countries of Africa. Also, within very real staffing limitations, country briefings may be given to unofficial cover assignees and dependents, and regional lecture series may be developed for such areas as Africa and Latin America in order to increase understanding of developing problems.

8. Overseas Effectiveness Program

a. During FY 1961 experience with the Introduction to Overseas Effectiveness (IOE) confirmed earlier decisions that the course is most suitable for experienced middle-grade and senior officers. Based upon past experience, the IOE ~~(now to be titled "Interpreting Foreign Cultures: Clues for Analysis and Operations")~~ has been considerably revised and made more sophisticated for experienced officers at mid-career and above.

b. It is expected that the new version of the IOE will be offered in January 1962. It is also planned that a series of "Country Companions" to this new course will also be introduced; these courses, which are now being developed, will provide specific interpretations of IOE concepts in relation to given countries. In addition, a version of the IOE expressly designed for JOT training has been requested and is being planned.

SECTION N

EXTERNAL TRAINING

1. Agency employees received training at 118 different institutions during FY 1960; in FY 1961, the number of external facilities used was 125.

2. Training provided at non-CIA facilities in FY 1961 was slightly more costly than in FY 1960 although the total number of employees sponsored was smaller as shown in the tabulation below:

	<u>No. of Trainees</u>	<u>Cost</u>
Fiscal Year 1960	1342	\$245,143
Fiscal Year 1961	1025	\$266,287

3. The difference in numbers of trainees for the two years is almost exclusively explained by the fact that in FY 1960 433 employees attended orientation and machine technician training programs conducted locally by the IBM Corporation and RCA whereas only 143 employees took part in similar programs in FY 1961. The high participation figure for FY 1960 reflects the arousal of Agency interest at that time in electronic data processing in general and in the RCA 501 computer specifically. It is germane to add, too, that the local RCA and IBM courses involve no specific training costs to the Agency. Increases in academic fees account in large part for the approximately 10% higher external training costs in FY 1961.

4. Aside from RCA and IBM local courses, there was a perceptible trend in FY 1961 toward greater use of government programs and a corresponding decrease in training at non-government facilities, as expressed by the following data:

	<u>Gov't Facilities</u>	<u>Non-Gov't Facilities</u>
No. Trainees, FY 1960	254 (28%)	655 (72%)
No. Trainees, FY 1961	324 (37%)	558 (63%)

One reason for the shift toward government facilities is the increasing effectiveness of offerings made available through the Agency's representation on the Interagency Training Committee.

5. Management training (other than records management) fell off slightly in FY 1961, foreign language training showed a moderate increase over FY 1960, and weapons orientation programs remained steady for the two years. A noticeable decrease occurred in FY 1961 in records management training, technical courses, and correspondence training. The decrease in correspondence training can be attributed to the procedure introduced in FY 1961 whereby enrollments are not recorded until the individuals complete the courses. The relatively large number receiving records management training in FY 1960 was primarily the result of a special program which American University undertook at our request in which 65 Agency employees participated. The numbers of employees sponsored in these areas of external training are given below:

	<u>FY 1960</u>	<u>FY 1961</u>
Management	146	128
Language	72	84
Weapons	130	129
Technical	185	120
Records Management	90	20
Correspondence	112	39

6. As is evident in the following table, offices of the DD/I made conspicuously greater use of external training resources in both FY 1960 and FY 1961 than did components of DD/P and DD/S. Comparing the two fiscal years, DD/S shows somewhat less and DD/P shows noticeably greater use of external training in FY 1961.

	<u>FY 1960</u>	<u>FY 1961</u>
DD/I	459	440
DD/P	146	186
DD/S	299	255
O/DCI	5	1

7. In consonance with the provisions of the Government Employees Training Act, trainees at non-Government facilities who undertake long or costly programs which make them more attractive for outside offers are asked to execute a formal agreement to remain with the Agency for a specific period of time. In FY 1960 signed training agreements were required of 10 employees, and in FY 1961 such agreements were obtained from 15 trainees.

SECTION 2

JUNIOR OFFICER TRAINING PROGRAM

1. Attention is invited to a memorandum from the Director of Training to the Acting Deputy Director (Support), dated 15 August 1961, subject "Review of the JOT Program for Fiscal Year 1961" (copy reproduced at the end of this section).

2. The memorandum cited above describes significant developments in the JOT Program during FY 1961, reviews the Program's accomplishments and its disappointments, and presents administrative and managerial changes which took place during the year. The paper also indicates the principal actions and changed emphases which are presently planned for the coming year. Accompanying the report when it was originally submitted to you was a Statistical Annex prepared by the Office of Personnel. It is believed that the information reported in the 15 August 1961 memorandum will serve the purposes of this management report insofar as the JOT Program is concerned.

3. It should be noted that, subsequent to preparation of the report which is cited above and reproduced in this section, the Director of Personnel and the Director of Training have agreed that their offices will accomplish a joint analysis of many aspects of the JOT Program. This critical analysis is to be conducted primarily by the plans staffs of the two offices rather than by those office components most closely involved in the Program on a daily basis. The two plans staffs as a group have now developed many questions concerning the Program, and have grouped areas of exploration under the following headings:

- Concept of the JOT Program
- Personnel Requirements
- Personnel Qualifications
- Personnel Recruitment and Selection
- The Training Cycle
- Placement of JOT's in Career Services
- Progression of JOT's in the Agency

4. Upon completion of this analysis of the Program, the Director of Personnel and the Director of Training will jointly submit their recommendations concerning the Program to the Deputy Director (Support).

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6. Data Processing and Research

a. In March 1961 the processing of professional test battery results on the RCA 501 became effective. This has resulted in more efficient processing of data. Also, by use of the computer, about one-third more information is obtained from the test protocol material than could have been processed on the IBM in the same amount of time.

b. Conversion of the data processing to the RCA 501 permitted the release on 1 July 1961 of all IBM equipment used by this Staff with the exception of a key punch and verifier which will be released during FY 1962. In addition, one key punch operator was released this month and will not be replaced.

c. Programing is still in process for converting all IBM card data to magnetic tape. This will be completed in the next few months at which time research formerly done on the IBM will be done on the RCA 501.

7. Plans for the Current Year

a. It is anticipated that the activities of this Staff will continue to follow the trends of the past year. The number of JOT applicants to be tested is expected to increase, as is the number of people to be brought into the Program. This of course would expand the workload of this Staff.

b. Although requests for assessments from DDP have increased over the last two years, it is always difficult to anticipate the trend of Clandestine Services requests in the future. It is possible that the current emphasis for the use of non-official cover in DDP may bring increased requests for assessments from that component.

c. Additional requests for training support are expected. Headquarters Training, Operations School, has indicated that they may request A&E participation in the development and teaching of a course on interrogation. [] has requested that an assessment psychologist develop tutorial training in assessment techniques for case officers.

d. This office has suggested that support could be provided for the [] Program. Advice based upon assessment and test findings could be provided on individuals being considered for reassignment. Individuals leaving the Agency could be provided vocational guidance and counseling.

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SECTION Q

EDUCATIONAL METHODS AND TECHNIQUES

1. Educational Specialists

a. During FY 1961 the assignment of an additional Educational Specialist made it possible to take more action to improve the methods and techniques of training utilized within the Agency. Some of the accomplishments of the two Educational Specialists are as follows:

(1) Conducted 11 Instructor Training Courses for 68 employees from OTR, Records Management Staff, TSD, Office of Communications, and operating divisions of DD/P.

(2) Instructed two groups of senior foreign officials in instructional and audio-visual techniques.

(3) Monitored 5 OTR and TSD courses in order to recommend improvements in training procedures.

(4) Conducted 5 instructor workshops on testing procedures, course and lesson planning techniques, and audio-visual techniques.

(5) Produced the following manuals:

(a) "Guidelines for Effective Teaching" (Headquarters use)

(b) "Guidelines for Effective Training"
overseas use)

(c) "The Use of Interpreters in Training" (to be published soon)



(6) Developed (with OTR Education Committee) specifications for modern effective facilities and equipment for the classrooms of the new building.

b. It is planned that the Educational Specialists in the next year will increase their efforts to provide formal instructor training to Agency personnel who need such training, both in OTR and in all other Agency components. There will also be increased attention to training others in methods for evaluating student performance and applying the results of such evaluations, as well as to learning themselves how better to evaluate the presentations of students undergoing instructor training. In conjunction with the OTR Education Committee, the Educational Specialists will explore and stress the value of reporting as is done by instructors, and will further increase emphasis on the completion of detailed lesson plans for vital materials purposes as well as for the obvious educational benefits of such plans.

2. OTR Education Committee

a. The OTR Education Committee, chaired by the senior Education Specialist and composed of representatives of each OTR school, held eight meetings during FY 1961. The committee reviewed educational and training problems and procedures, and its members served to stimulate improvements within their own schools as well as serving as a research and advisory group to the DTR. Special attention was given to programed learning, development of lesson plans, seminar techniques, final course reports, training report (student evaluation) procedures, and classroom facilities and equipment which would be desirable for the new building.

b. In FY 1962 it is planned that the OTR Education Committee will continue essentially as before, with perhaps more use of outside experts for discussions and research. Increased emphasis will be given to audio-visual aids to instruction (particularly with respect to the new building), to lesson planning, and to the many possible uses of simulation and gaming exercises (not necessarily computer-backed) which are possible in a wide variety of Agency training activities (definitely not limited to management training situations).

3. Specialist in Programed Learning

a. Significant Achievements

(1) A special program was initiated in March 1961 to teach OTR instructors how to prepare programed materials.

(2) The first programed language material to become commercially available, "Instant Russian," was given a trial run with a group of ten Agency volunteers.

(3) Other achievements were: the testing of equipment (the Audio-Visual Instructional Device) and the development of certain programs (Chinese Language, Intelligence Research Techniques, and Observation and Description).

b. Problem Areas

Because of the specialized and classified nature of much of the material of the Agency, OTR cannot wait for commercial organizations to prepare suitable programs for all training areas which lend themselves to programed instruction. (Even in foreign language training, there are many languages of peculiar interest to the Agency which will be too unusual for external development.) Hence, if OTR is to derive full benefit from this new teaching technique, it will have to prepare many of its own programs. This is not only costly (a 40-hour program can be expected to cost anywhere from \$20,000 - \$100,000), but it takes a good deal of time also (a four-hour program can be expected to take about 2,000 hours of instructor time). The advantage, therefore, must be weighed carefully against the cost in both money and time.

c. Trends

(1) It is expected that there will be a great increase in program try-outs during the coming years. At the beginning of FY 1961 twelve programs had been published commercially; by September 1961 Programed Specialist prepared a list of 135 programs now available on the market.

(2) In October 1961 OTR will begin trying out "Introductory Spanish," and by the end of FY 1962 OTR expects to begin testing its first program, "Instant Russian."

(3) The purchase of certain machines may be indicated by try-out purposes this coming year.

(4) Another apparent trend is the increased interest in programed learning of those Agency components with on-the-job training problems. There seem to be many areas, outside of formal OTR training, where self-instructional material can be of great value; the Specialist in Programed Instruction plans to talk to various components about the promise (and cost) of such instruction.

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5. Audio-Visual Aids Support

a. In the Audio Aids Section, 922 hours of training instruction were tape recorded. One thousand one hundred and twenty-six films were obtained from Graphics Register and projected within the Office of Training, and, of this total, 330 were previewed for possible permanent retention for use in training courses. Forty-two films were purchased for the OTR film library.

b. The motion picture "Personal Security" was completed in FY 1961. Before releasing the film for general Agency use, it was shown to thirteen audiences totaling approximately 1,200 people. Questionnaires were obtained from representative audiences and an analysis was made as an aid to the Office of Security and its Security Indoctrination Program.

c. Production of Part I of a film concerning DD/I activities was completed in May 1961. Production of Part II of the film will be completed in October 1962, and it is expected that the remaining parts (III, IV, and V) will be completed in FY 1962 if scripts are given timely approvals. Work on the DD/I film will be suspended temporarily in October 1962 in order to produce a short film on the subject of Records Integration.

d. Plans are being developed for equipping the classrooms in the new Agency building with adequate and more modern training aids.

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4. In FY 1961, there was a noticeable increase in tutorial language instruction and in attendance at Americans Abroad Orientations. The following table shows such increase.

	<u>FY 1960</u>	<u>FY 1961</u>
Tutorial	42 studied one of 9 languages	156 studied one of 20 languages
AAO's	205 employees took one of the programs, and 44 pro- grams were conducted	280 employees took one of the orientations, & 68 of these were held

In the case of the AAO's, the policy of scheduling them at the request of the customer (begun in March of 1960) had a significant effect on registrations.

5. Figures on the number of applications processed for non-duty hours language training show a marked decline in FY 1961. In FY 1960, 510 registered as contrasted with 378 in FY 1961. This decline in numbers of applications may be due to the greater attention given by supervisors who approved language training for their employees based on the employees' current or projected assignments.

6. Intelligence School courses showed a slight net drop in registrations for FY 1961:

	<u>FY 1960</u>		<u>FY 1961</u>	
	<u>Registrations</u>	<u>Runnings</u>	<u>Registrations</u>	<u>Runnings</u>
IS	2276	97	2056	102

The number of persons attending courses in writing increased in FY 1961 over FY 1960 (173 vs 130) although the number of classes was the same (12 in FY 1960; 12 in FY 1961). Attendance at the "speaking" courses (Effective Speaking, Seminar Techniques, and Conference Techniques) was quite even for the two years: 87 for 6 classes in FY 1960; 83 for 6 classes in FY 1961. An Intelligence Briefing course was begun in FY 1961 and in the two runnings there were 26 applicants. Intelligence Research (Maps) showed an increase (Special Bulletins were

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used to advertise the course) and Intelligence Review, a course begun in October 1960, completed two runnings with a total of 78 registered.

7. A summary of registrations in management and supervision courses for both years will identify some of the FY 1961 decrease in Intelligence School registrations.

	<u>FY 1960</u>		<u>FY 1961</u>	
	<u>Registrations</u>	<u>Runnings</u>	<u>Registrations</u>	<u>Runnings</u>
Supervision	82	5	78	5
Management	87	6	131	8
Management (Spec/Conf)	37)	2)	0	0
))		
Supervision (Spec)	50)	5)	0	0
))		
Supervision in Research and Analysis) 117) 9		
	11)	1)	0	0
))		
Sup & Mgmt (Survey)))		
	19)	1)	0	0

Management Special and Supervision Special were courses presented on request. In FY 1960 they were conducted for O/Commo, Signal Center and the Cable Secretariat. Supervision in Research and Analysis and Survey of Supervision and Management were scheduled in FY 1961 and then canceled because of insufficient registrations. The former has since been discontinued.

8. For the four courses in the School of International Communism there were fewer registrations and runnings in FY 1961 (300 and 13) than there were in FY 1960 (444 and 16).

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SECTION S

GENERAL ACTIVITIES AND TRENDS

1. Mid-Career Training and Development

In accordance with recommendations of the Inspector General resulting from his survey of training, OTR has prepared recommendations with respect to the establishment of a mid-career training and development program to meet the requirements of each of the Deputy Directorates. The recommendations were submitted to the Career Council. In addition, OTR has drafted a proposed mid-career training course. This course incorporates training material believed to be largely applicable across-the-board within the Agency, and includes subject matter found to be useful in similar courses conducted by the Foreign Service Institute and other agencies. This proposed course will be further developed in FY 1962 in accordance with Career Council decisions concerning the mid-career program.

2. Senior Officer Development Program

Although the Inspector General has recommended (and the DDCI approved) the drafting of a proposed program for the further development (including training) of senior officers of the Agency, OTR has not taken extensive action on this matter pending further clarification of the Agency's mid-career program. The postponement of concentrated effort on this program has been reported to the DD/S and the DDCI.

3. Additional Inspector General Recommendations

As a result of his survey of training, the Inspector General made the following recommendations (among others):

"Recommendation 6: DTR experiment with the concept of a board of overseers composed of senior grade professional officers as a means to improved communication with and indoctrination of consumers, and to promote the development of more effective policies on curriculum and enrollment."

"Recommendation 20: The DTR establish a JOT Selection Panel composed of line officer representation from the three Deputy Directorates together with appropriate representation from the Offices of Personnel and Training. The Chief/JOTP should chair the panel."

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"Recommendation 22: The DTR arrange for the participation on a rotational basis of line officer representation from the three Deputy Directorates in JOTP placement panels."

Each of these three recommendations has been referred to the Career Development Board and the Career Council for discussion as to whether or not it is feasible for the Board itself to perform the function of a training "board of overseers" and as a panel for JOT selection and placement. In this connection, it should be noted that many aspects of the JOT Program (including the types of panel representation cited above) are being reviewed jointly by OTR and the Office of Personnel.

4. Automatic Processing of Training Records

The Office of Training has embarked on a program for utilizing the RCA 501 computer, and other automatic data processing systems as necessary, to maintain the Agency Training Record and training records of individual employees. The conversion is designed to simplify processing of the growing volume (and complexity) of records, and to permit more rapid utilization of the records for management purposes. The systems analyses required were, with the cooperation and assistance of the ADP Staff, well underway at the end of FY 1961, and it is expected that the programing for computer input and retrieval will be largely completed in the first half of FY 1962. All aspects of the program, including coding and programing, will be completely integrated and compatible with the programs of the Qualifications Branch, Office of Personnel.

5. Revision of Training Regulations

During FY 1961 it became apparent that the basic training regulation [] which later became [] needed clarification. For example, the original [] was designed to effect the training policy of 5 percent participation in training, and some of the language which carried over to [] was valid only in that context. It was further apparent that there was a need for more specific statements of responsibilities of Deputy Directors and Operating Officials for the Agency training effort than existed in the regulatory system. The Inspector General in his Survey of the CIA Training Program further recognized the need to make certain responsibilities of the Director of Training more specific, and recommended that:

a. The DTR be specifically charged with the responsibility of determining under whose auspices non-OTR training will be conducted, and

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b. The DTR initiate an amendment to [] which more clearly describes his responsibility to render only advice, guidance, and support to the on-the-job training effort.

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In order to meet the above objectives, OTR prepared a proposed complete revision of [] (retitled "Training of Agency Employees") and submitted the proposal to EA-DD/S on 16 June 1961. Section c., RESPONSIBILITIES, of the proposed revision of [] quoted as follows:

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"c. RESPONSIBILITIES

(1) Deputy Directors and Operating Officials, within their respective jurisdictions, will:

(a) Ensure that the policies and objectives of this regulation are met at all levels of command;

(b) Establish the standards and levels of skill and competence to be met by Agency employees in various categories, and effect the training of those employees who fail to meet them;

(c) Prescribe officially approved intelligence, operations, and support doctrine for use in Agency conducted training courses;

(d) Conduct formal courses of instruction for Agency personnel as are required and approved by the DTR, and which are not otherwise offered by other components of the Agency. The Director of Training will determine when such courses should be conducted under other auspices;

(e) Establish, direct, and supervise the conduct of organized on-the-job training at appropriate echelons of command, against specified training objectives and established levels of achievement;

(f) Provide the Director of Training with such information as he may require concerning non-OTR Agency conducted training for inclusion in the official training records of Agency employees.

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(2) The Director of Training, in addition to carrying out the mission and performing the functions set forth in will:

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(a) Provide technical advice, guidance, and support to Deputy Directors and Operating Officials in the development and conduct of non-OTR Agency conducted formal training programs and organized on-the-job training;

(b) Determine under whose auspices non-OTR Agency formal training programs will be conducted;

(c) Maintain the Official Agency Training Record, for career management and other purposes, so as to indicate participation and satisfactory completion of all DTR-approved, Agency sponsored training except on-the-job training."

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9. Changes to Training Bulletin

Extensive efforts were made during FY 1961 to improve the Clandestine Services Edition of the Training Bulletin. A number of changes in content and format were made in collaboration with DD/P personnel, and there are indications that the revised editions of the bulletin are more widely read and are definitely more responsive to the needs of the Clandestine Services.

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11. Clerical Utilization Task Force

In response to a recommendation of the Inspector General, representatives of OTR served in a task force which re-examined the overall problem of clerical utilization within the Agency. Office of Personnel officials and representatives of the DD/I and DD/P were members of the task force, and its recommendations were forwarded to the DD/S. No significant changes in clerical training resulted from this recommendation and study, with the exception of changed scheduling of training for clerical personnel going overseas, particularly to smaller stations and bases.

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